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ABSTRACT

The concept of accountability has become very important recently to both teachers and administrators. Despite this, very few experimental projects dealing with accountability have been attempted--especially in the field of physical education. A program of accountability was conducted at Ball State University, Muncie, Indiana, in the Department of Men's Physical Recreation. Knowledge and physchomotor tests were administered before and after the 10-week term. Activity areas included archery, badminton, bicycling, bowling, and volleyball. Many problems were encountered in implementing the program, but some basic elements for this type of approach to accountability were noted. These include: (a) the necessity of testing by trained and neutral testers, (b) the provision for all instructors whose teaching would be evaluated to have a voice in determining the tests and standards to be used, and (c) the inclusion of an incentive reward system to benefit faculty whose students continually show superior learning. (PB)

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TO: Dr. Eula L. West, Chairman, Organization and Administration Section, AAHPER

FROM: David A. Field, Head, Department of Men's Physical Education, Ball State University, Muncie, IN

RE: Presentation to be given Friday, March 14, 1975 at Organization and Administration Section, AAHPER Convention in Atlantic City, New Jersey.

PROBLEMS RESULTING FROM THE IMPLEMENTATION OF A PILOT PROGRAM IN ACCOUNTABILITY

I once read this adage: "Behold the turtle---he makes progress only when he sticks his neck out!" I think this is an appropriate saying when one decides to discuss accountability. You see, while administrators may wholeheartedly support accountability, teachers have yet to be convinced.

While 89% of school administrators, according to a Gallup Poll,[1] feel that teachers are doing their job well these days; 72% of the administrators believe that teachers should be formally held accountable in some way for the academic performance of their students. Those administrators who were polled felt they would experience considerable difficulties setting up an accountability plan, principally because of: (1) establishing effective criteria and, (2) teacher union opposition.

Nevertheless, the era of accountability is with us, and I think that physical education has an opportunity of being in the avante garde if it moves in that direction.

If you looked at the increase in references found in the indices of the Education Index you would note the following:

Year	References
1969-70	0
1970-71	65
1971-72	76
1972-73	81
1973-74	85

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1. "Large Majority Favors Teacher Accountability in School Administrators Opinion Poll," Nation's Schools, 86:33, December, 1970.

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The same acceleration of interest is reflected in the ERIC (Educational Resources Information Center) references:

Year	References
1967-69	0
1970	1
1971	42
1972	99
1973	110

Just what is this term accountability which has captured so much interest in professional journals and among the lay public?

To be accountable means that one is obliged to account for his acts. It means to acquit one's self credibly. It means to discharge a duty or to be responsible.

We see a practical example of this when Remington Razor states: "Only Remington makes this guarantee: if you don't love us, you have a year to return us." The windproof lighter, Zippo, puts it this way, "The one lighter you don't have to throw away---ever. It will work, always, or we will fix it free!"

Perhaps the epitome of accountability outside of the education field was described by Silverberg.[2] "A Mexican mayor issued this ultimatium to the clergy in a draught stricken town: "If within the preemptory of eight days from the date of this decree rain does not fall abundantly, no one will go to Mass or say prayers. If the draught continues eight days more, the churches and chapels shall be burned; missals, rosaries, and other objects of devotion destroyed. Finally, in a third period of eight days it shall not rain, all of the priests, friars, nuns, and saints ---both male and female---will be beheaded." Fortunately for all the clergy, Divine Providence responded to this'no nonsense' approach by sending torrential downpours within four days. The crisis on delivery of promises are not quite that bad, but

2. Silverberg, Robert, Change of Climate. Man and His Environment.

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the moral is clear: "Results are what count, not promises nor lamentations."

In spite of the increasing references to accountability in most journals over the last three years, it seems strange that we find so little related to physical education. Particularly, because in the football-basketball syndrome of many intercollegiate and interscholastic athletic programs for boys, accountability is "the name of the game." The won and lost record is the principal criteria that measures the effectivness of one of these programs and the personnel responsible for it.

I had read numerous articles on the subject, and was at a loss to know why only a very few experimental projects had ever been attempted along these lines, and none in the field of physical education existed within the breadth of my reading. I became fascinated with the subject and thought that the concept seemed so logical and comparatively simple to administer that it would be worthwhile to conduct a pilot program. Perhaps in this way I would learn of some of the difficulties that one would encounter.

Let me tell you about the program conducted during the Spring Quarter 1973-74 at Ball State University. I reviewed our basic instruction program and tried to choose some activity areas in which I thought the accomplishment of the students could be measured in a fairly objective manner. These were: archery, badminton, bicycling, bowling, and volleyball. Then I went to instructors whom I thought would cooperate, told them of my plan, and sought their willingness to teach their courses during the spring quarter on an accountability premise. We already had four answer, 100 item multiple choice departmental knowledge examinations established for each of these courses. I then went to the resource specialist in each of the areas and asked for him to decide upon an easy to administer skills test that he thought would meet the normal criteria of a good test. Each of the instructors involved in the study agreed to focus his attention on the knowledge and skill of their particular activities and to teach their sections in any way they desired. There was no attempt on my part, as head of the department, to influence them to teach in any specific

manner. During the first two weeks of the term, both the knowledge and the psychomotor tests were administered to the students, and these were replicated during the last and final examination weeks at the end of the ten week term.

Lets look at the results. While standard deviations, and standard errors of the means were calculated for each individual class and each individual instructor, they will not be shown in these visual aids.

SLIDE I: ARCHERY (Slides 1-4)

Now let me ask these questions of you in the audience as we turn our attention to archery: (1) If you were informed that the quality of your teaching was to be based on the statistics revealed in this study, what are some of the comments you would like to make? (2) Who was the better instructor, B whose students improved from 53 to 75 in the knowledge test and from 33 to 63 in the skill area or instructor C and his first section of students who improved from 61 to 73 in the knowledge test and from 36 to 58 in the skill area? (3) Should women and men be evaluated with the same standards in both a knowledge and a skills test?

At our institution we provide the bows, and the students purchase their own arrows. As a result, there is a difference in the quality of arrows which various students purchase. Also, we have not always issued the same bows to the same students during each period. Both of these factors influence scoring. Would you use improvement or final results as your criteria for judging an instructor's effectiveness.

SLIDE II: BADMINTON (Slides 5-7)

Some instructors felt that isolated skill testing did not meet all of the skill objectives of the course, and playing the game is an essential element of the course but was omitted. Another instructor felt that since nearly all of the class time was devoted to the psychomotor aspects of the game, minimal or no knowledge testing should be expected as a criteria for instructor evaluation. Another instructor felt that the best criteria should include skills, knowledge, and student evaluation

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although the age factor might work against an older instructor because of college age youth identifying better with a young instructor. If you were the supervisor of instructor A, would you suggest that he place more emphasis on a particular aspect of his teaching? If he were a tenured individual and felt otherwise, would you have any recommendations for him?

SLIDE III: BICYCLING (Slides 8-13)

(1) Since weather conditions have an important part to play in both the pre and post periods, what would you do if the weather was quite cold and rainy during the last two weeks of testing? (2) Since many varieties of bicycles might be used (i.e. 1,3,5, and 10 speed gearing), is it fair to use the same standards for each student regardless of his bicycle? (3) How much weight should be given to the knowledge (principally safety and mechanical knowledge) as compared with the half-mile (speed) and five mile (endurance) tests.

SLIDE IV: BOWLING (Slides 14,15)

(1) Should an evaluation of a teacher be made on the results based on his teaching of one section of bowling for one term, or is it necessary for the results of several years or several sections needed? (2) Should better bowlers be graded on their form and weaker bowlers graded on the improvement they make? (3) The results shown in this study were those based on a one game score. Would a six game average be a better criteria for judging a peer's ability with the highest and lowest scores being eliminated? (4) If instructor A's first section showed a one pin improvement in ten weeks and his second section showed a minus one pin decrease, what is your opinion of him as a bowling instructor, and what is your basis for the decision?

In this particular instance, instructor A had been teaching bowling for 10 years and was a good bowler while instructor B was a graduate assistant, had never taught the activity before and was a 140 bowler. What would your opinion be about the abilities of the two as bowling instructors?

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SLIDE V: VOLLEYBALL (Slides 16.17)

Some post testing instructor remarks were: (1) It was felt that an audio tape should be made to instruct the students about the intent of the study. Consequently, there was a varience in the instructions with the results that some students intentionally did poorly. (2) Because they thought the greater their improvement the better their final grade would be, one instructor said that he would have his students try to "beat" the test and thereby make him look better by telling the students to do poorly on the pre tests of skills and knowledge in order that they could show greater improvement. (3) He would also re-read regularly throughout the term those questions which were frequently missed on the pre test of knowledge. He would have his students practice the skill test diligently during each class period. (4) He would assign homework or other out of class assignments that would improve their playing. (5) He would also reward his students by dismissing them early or giving them extra credit towards their final grade if they did well in the testing throughout the course.

You can see that implementing a program of accountability in our physical education classes has many problems. Still---one needs to start somewhere. It is my feeling that if city supervisors and graduate classes would encourage this kind of research, it would not be long before various school systems would be able to use the accountability approach.

There are several elements which are basic to any such approach. They include (1) testing by trained and neutral testers. The testing techniqueslearned in test and measurements and evaluation courses would now be a meaningful exercise. (2) It would be imperative that all instructors whose teaching would be evaluated would have a voice in determining the tests and standards to be used in the evaluation of their teaching. One argument that always arises in such circumstances is the place of the affective domain in evaluation and how this factor will be measured. (3) What kind of incentives for rewards are given to those faculty whose students continually show superior learning.

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I feel that the concept of accountability has come of age, and that administrators should begin experimenting with the process and attempting to "sell" teachers on the process. Remember that learning is not the same as teaching. A teacher may exemplify all of the traits which are normally associated with good teaching (i.e. eagerness, organization, good voice, good appearance, disciplined class, etc.)---yet learning may not occur.

The scope of physical education is continually expanding; therefore, it is practically impossible for an administrator who has many paperwork and leadership tasks in addition to organizational assignments to keep abreast of the latest developments in flag football, gymnastics, dance, the martial arts, lifetime sports, etc. Most administrators feel that they should observe their teachers more often than they do. However, for numerous reasons some of which are legitimate and others are otherwise, these observations are not made. Also, if one wants to measure the effectiveness of a teacher, is it more valid to see this instructor's teaching methods for one or two hours on two or three occasions during the year or is it better to look at the learning results made by his hundreds of students over an entire school year?

If forward looking departments experiment with equally innovated public school department, I think significant progress can be made to implement the concept of accountability for the betterment of education---the student, the teacher, and the public which foots the bill.

SLIDE 1

P. E. 121 ARCHERY (MEN) SUMMARY

NUMBER STUDENTS	INSTRUCTOR	KNOWLEDGE TEST * PRE	POST
8	A	57	72
12	B	53	75
12	C(1)	61	73
8	C(2)	48	68
7	C(3)	59	71
47	MEAN	56	72

*= 100 ITEM MULTIPLE CHOICE TEST

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SLIDE 2

P. E. 121 ARCHERY (MEN) SUMMARY

NUMBER STUDENTS	INSTRUCTOR	PSYCHO-MOTOR TEST * PRE	POST
8	A	39	70
12	B	33	63
12	C(1)	36	58
8	C(2)	48	68
7	C(3)	40	66
47	MEAN	34	62

*= SCORE OF SHOJTING 20 ARROWS FROM 20 YARDS

SLIDE 3

P. E. 121 ARCHERY (WOMEN) SUMMARY

NUMBER STUDENTS	INSTRUCTOR	KNOWLEDGE TEST * PRE	POST
14	A	57	70
8	B	48	72
7	C(1)	51	70
7	C(2)	55	74
7	C(3)	55	71
43	MEAN	54	71

*= 100 ITEM MULTIPLE CHOICE TEST

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SLIDE 4

P. E. 121 ARCHERY (WOMEN) SUMMARY

NUMBER STUDENTS	INSTRUCTOR	PSYCHO-MOTOR TEST* PRE	POST
14	A	13	36
8	B	19	57
7	C(1)	20	41
7	C(2)	21	49
7	C(3)	32	53
43	MEAN	20	44

*= SCORE OF SHOOTING 20 ARROWS FROM 20 YARDS

SLIDE 5

P. E. 122 BADMINTON (MEN) SUMMARY

NUMBER STUDENTS	INSTRUCTOR	KNOWLEDGE TEST * PRE	POST
22	A	41	59
15	B	42	72
11	C	44	72
48	MEAN	42	66

*= 100 ITEM MULTIPLE CHOICE TEST

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SLIDE 6

P. E. 122 BADMINTON (MEN) SUMMARY

NUMBER STUDENTS	INSTRUCTOR	PSYCHO-MOTOR TEST COMBINED FORE-BACK *	
		PRE	POST
22	A	164′	220′
15	B	193′	214′
11	C	205′	229′
48	MEAN	198′	221′

*=COMBINED COMPOSITE DISTANCE OF THREE FOREHAND AND THREE BACKHAND CLEARS

SLIDE 7

P.E. 122 BADMINTON (MEN) SUMMARY

NUMBER STUDENTS	INSTRUCTOR	PSYCHO-MOTOR TEST COMBINED SHORT-LONG SERVICE *	
		PRE	POST
22	A	4.3	7.6
15	B	2.5	10.9
11	C	7.6	11.9
48	MEAN	4.6	9.6

*= POINT SCORE EQUIVALENTS FOR COMBINED 3 TRIALS OF SHORT AND LONG SERVICE

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SLIDE 8

P. E. 124 BICYCLING (MEN) SUMMARY

NUMBER STUDENTS	INSTRUCTOR	KNOWLEDGE TEST * PRE	POST
9	A	59	71
13	B(1)	54	73
15	B(2)	61	77
9	C(1)	52	69
12	C(2)	52	69
8	C(3)	62	79
9	D	56	75
10	E	53	78
85	MEAN	56	73

*= 100 ITEM MULTIPLE CHOICE TEST

SLIDE 9

P. E. 124 BICYCLING (MEN) SUMMARY

NUMBER STUDENTS	INSTRUCTOR	PSYCHO-MOTOR TEST * PRE	POST
9	A	1:30	1:26
13	B(1)	1:31	1:24
15	B(2)	1:26	1:22
9	C(1)	1:30	1:21
12	C(2)	1:30	1:22
8	C(3)	1:25	1:24
9	D	1:34	----
10	E	1:41	1:23
85	MEAN	1:31	1:23

*=1/2 MILE RIDE FOR TIME

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SLIDE 9

P. E. 124 BICYCLING (MEN) SUMMARY

NUMBER STUDENTS	INSTRUCTOR	PSYCHO-MOTOR TEST * PRE	POST
9	A	1:30	1:26
13	B(1)	1:31	1:24
15	B(2)	1:26	1:22
9	C(1)	1:30	1:21
12	C(2)	1:30	1:22
8	C(3)	1:25	1:24
9	D	1:34	----
10	E	1:41	1:23
85	MEAN	1:31	1:23

*=1/2 MILE RIDE FOR TIME

SLIDE 10

P. E. 124 BICYCLING (MEN) SUMMARY

NUMBER STUDENTS	INSTRUCTOR	PSYCHO-MOTOR TEST* PRE	POST
9	A	20:36	16:36
13	B(1)	20:24	17:42
15	B(2)	20:07	16:12
9	C(1)	21:30	21:18
12	C(2)	20:21	19:12
8	C(3)	17:12	15:06
9	D	-----	-----
10	E	-----	-----
85	MEAN	19:01	17:24

*= 5 MILE RIDE FOR TIME

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SLIDE 11

P. E. 124 BICYCLING (WOMEN) SUMMARY

NUMBER STUDENTS	INSTRUCTOR	KNOWLEDGE TEST * PRE	POST
7	A	51	65
6	B(1)	55	76
4	B(2)	47	67
8	C(1)	49	66
2	C(2)	53	74
0	C(3)	--	--
6	D	46	67
3	E	51	77
36	MEAN	51	69

*= 100 ITEM MULTIPLE CHOICE TEST

SLIDE 12

P. E. 124 BICYCLING (WOMEN) SUMMARY

NUMBER STUDENTS	INSTRUCTOR	PSYCHO-MOTOR TEST * PRE	POST
7	A	1:53	1:49
6	B(1)	1:13	1:47
4	B(2)	1:58	1:47
8	C(1)	2:00	1:48
2	C(2)	1:21	1:23
0	C(3)		
6	D	2:10	----
3	E	1:36	1:39
36	MEAN	1:54	1:43

*= 1/2 MILE RIDE FOR TIME

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SLIDE 13

P. E. 124 BICYCLING (WOMEN) SUMMARY

NUMBER STUDENTS	INSTRUCTOR	PSYCHO-MOTOR TEST * PRE	POST
7	A	24:45	23:30
6	B(1)	22:30	20:24
4	B(2)	24:48	18:36
8	C(1)	23:30	20:54
2	C(2)	-----	-----
0	C(3)	-----	-----
6	D	25:42	23:42
3	E	-----	-----
36	MEAN	23:18	21:36

*= 5 MILE RIDE FOR TIME

SLIDE 14

P. E. BOWLING (MEN) SUMMARY

NUMBER STUDENTS		INSTRUCTOR KNOWLEDGE TEST * PRE	POST
26	A(1)	51	74
28	A(2)	55	74
21	B(1)	47	70
25	B(2)	47	71
21	B(3)	45	73
121	MEAN	49	73

*= 100 ITEM MULTIPLE CHOICE TEST

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SLIDE 15

P. E. 124 BOWLING (MEN) SUMMARY

NUMBER STUDENTS	INSTRUCTOR	PSYCHO-MOTOR TEST * PRE	POST
26	A(1)	129	130
28	A(2)	130	129
21	B(1)	125	138
25	B(2)	105	124
21	B(3)	117	131
121	MEAN	121	130

*= AVERAGE FOR ONE GAME

SLIDE 16

P. E. 131 VOLLEYBALL (MEN) SUMMARY

NUMBER STUDENTS	INSTRUCTOR	KNOWLEDGE TEST * PRE	POST
25	A	51	69
23	B	36	60
22	C	48	62
70	MEAN	45	63

*= 100 ITEM MULTIPLE CHOICE TEST

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SLIDE 17

P. E. 131 VOLLEYBALL (MEN) SUMMARY

NUMBER STUDENTS	INSTRUCTOR	PSYCHO-MOTOR TEST * PRE	POST
25	A	11.8	15.8
23	B	11.4	18
22	C	11.5	17.7
70	MEAN	11.6	17.1

*= 30" ALTERNATE BUMP-CHEST PASSES